

# COURSE SELECTION HANDBOOK

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**YEAR 10**  
**2024**



**PORTLAND SECONDARY COLLEGE**  
*Creating the Opportunities*

# Year 10 Course Selection Handbook

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VCE Subjects are also able to be studied. These subjects take up two of the six electives studied as they run for a whole year. Please consult the VCE Course Selection Handbooks.

## PRINCIPAL'S MESSAGE

We are pleased to present this Year 10 Handbook as part of the College's subject selection program to assist students in their selection of suitable courses as they continue to build their pathway through education.

The Handbook contains up to date information on the content of Units to be offered in 2024 at our school. Some Year 10 Core subjects are compulsory for all students and students must also choose 6 of the offered electives which can include a VCE subject. Please note elective offerings are subject to sufficient students selecting the elective to enable it to run.

The Handbook is only a guide to students and should be used in conjunction with advice from the Course Selection Information Night, Careers Coordinator, subject teachers and Mentor.

Any questions about the material in this booklet can be directed to your Mentor, Year Level Manager or Assistant Principal of Teaching and Learning.

Staff at the College have a core belief that all students can be learners and leaders and we work hard to create opportunities for all students to be active and engaged global citizens, who are equipped with strategies to successfully deal with an ever-changing world.

- **College Mission Statement** – To provide all students with opportunities to become creative, successful, respectful and resilient members of their local and global communities.
- **College Motto** – Creating the Opportunities
- **College Logo** – Represents four students around a table working collaboratively.
- **College Values** – Be Respectful, Be Successful, Be Resilient, Be Creative

- **Be Respectful** and treat others as you would like to be treated as yourself.
- **Be Successful** and strive to be the very best you can be.
- **Be Resilient** as you have the right to feel safe and to learn.
- **Be Creative** and have a positive impact as a global citizen.



*Joanne Kindred*

**Principal**  
*Portland Secondary College*

## YEAR 10 COURSES

Year 10 is an important year in the schooling of adolescents. It is the year in which students enter the later years of schooling, have access to VCE subjects and begin planning for life after school.

Acknowledging this, the Year 10 curriculum is based on the premise that increasing student choice and giving good career pathways advice will increase student engagement within the College.

In conjunction with their Core subjects of English, Maths, Science and Global Perspectives, students can select a number of electives each semester. Each Elective runs for ten periods per cycle. Year 10 students also have the opportunity to study a VCE subject, which takes the place of two electives and is recommended for more academic students.

### **Year 10 Subject breakdown** (based on a two-week timetable)

- English – 10 Periods a cycle
- Maths – 10 Periods a cycle
- Science – 10 Periods a cycle
- Global Perspectives – 10 Periods a cycle
- Three electives each semester – 10 periods each a cycle or two electives and one VCE subject.

In choosing subjects at Year 10 level, you should always make sure you keep all your options open and take as wide a range of subjects as you can. In other words, do not decide to drop subjects which later on you may decide to take up again. This especially applies to subjects where you build up your knowledge and skills each year, such as Indonesian. When choosing your elective subjects think about your interests and ability in the different subject areas. Don't just pick what your friends choose to do.

You have been asked to select 6 more electives than is necessary to fill your timetable. This is so that if your first choices do not run due to low class sizes, you will be placed in your next choice as much as possible. It's important to list the electives that you are interested in in order of priority to increase the chance of being enrolled in subjects that you are passionate about. The electives offered will depend on staff availability, student demand and certain other organisational arrangements.

### **Accelerated VCE**

Many Victorian Year 10 students begin their Victorian Certificate of Education (VCE) in Year 10 with an accelerated VCE Study. This is a VCE Unit 1 and Unit 2 undertaken in Year 10, rather than in Year 11 where VCE subjects are typically undertaken.

Why undertake an accelerated VCE Study?

- To gain familiarity with, and an understanding of the structure of VCE, to develop rigorous organisation and time management skills, and to experience the teaching and learning approach required in VCE prior to commencing Year 11.
- To attract the possibility of a 'bonus' score at VCE for tertiary entrance purposes by completing an extra subject. Students who complete an accelerated VCE Study Units 1 and 2, continue with this subject for Units 3 and 4 in Year 11 and do a full load of five subjects in Year 12.

## MATHEMATICAL PATHWAYS

The level of mathematics selected in earlier years will impact what level of mathematics can be selected in later years. The PSC mathematical pathways are outlined below:

Year 10	Year 11	Year 12
• Foundation Maths	• Foundation Maths	• Foundation Maths

• General Maths	• Foundation Maths	• Foundation Maths
	• General Maths	• Foundation Maths • General Maths

• Maths Methods	• Foundation Maths	• Foundation Maths
	• General Maths	• Foundation Maths • General Maths
	• Maths Methods	• General Maths • Maths Methods

*For example, if you study General Maths in Year 10, you may select either Foundation Maths or General Maths in Year 11. If you study Maths Methods in Year 11, you may select Foundation Maths, General Maths or Maths Methods in Year 12.*

*\* Specialist Maths is only available through Distance Education. It should only be selected if doing Maths Methods, and after a discussion with your students Maths teacher.*

## PARENT PAYMENTS

Portland Secondary College is looking forward to another great year of teaching and learning and would like to advise you of anticipated voluntary financial contributions for 2024.

Schools provide students with free instruction to fulfil the standard Victorian curriculum and we want to assure you that all contributions are voluntary. Nevertheless, the ongoing support of our families ensures that our school can offer the best possible education and support for our students. We want to thank you for all your support, this has made a huge difference to our school and the programs we can offer.

Within our school this support has allowed us to offer a varied curriculum with opportunities to learn and discover.

Our Voluntary Financial Contributions is expected to be \$230.00 per student for all core and elective subjects (including VET). We invite parents to make a Curriculum Contribution of \$230.00 to help cover the costs associated with delivery of the curriculum so that the school can continue to provide for all students.

For further information on the Department's Parent Payments Policy please see a [one-page overview](#).



## CAREERS INTRODUCTION

There are four factors to be considered when deciding on subjects:

1. Do you think you would enjoy learning about the topics in this subject?
2. Do you think you will be able to handle the academic demands of this subject? (if you are not sure, ask your teacher)
3. Will this subject help you towards your future pathways?
4. Do you want to gain a taste of Year 11 and discover how much study and homework is involved in VCE/VET?

You should begin now finding out as much information as possible about different careers. To do this, you should:

1. **Talk to People** – a good way of finding out what jobs are most likely to appeal to you is by talking to as many people as possible about the work they do.
2. **Work Experience** – This can give you an insight into the world of work and an awareness of whether a particular job is right for you. You can do at least one week's work experience in Year 10.
3. **Vocational Guidance** – There are people who can offer you specialised help in the careers area. Begin by making an appointment with the Careers Coordinator.
4. **Vocational Opportunities** – As you progress through Year 10, many opportunities will be offered to you to try something new. Take advantage of programs such as TAFE Taster Days, University Open Days and Career Talks.
5. **Morrisby Testing and Career Counselling** – Most importantly when you were in Year 9 you underwent the Morrisby Testing and Careers Interview Program. This program is very insightful and rich in resources pertaining to careers and students should revisit their profile regularly.

## COURSE PLANNING PAGE

**Students will receive a Subject Selection Page from their mentor teacher on Monday 31 of July. This will assist student complete the online subject selection. An example of the page is included below. This also includes important dates for subjection selection.**

If you are interested in a VCE subject please refer to the VCE Subject Selection Handbook.

In order to make smart choices about future subject selections, all Year 9 students need to do five things.

1. Download onto your device the Year 10 2024 Course Selection Handbook (available from 31 July) and read through it.
2. Attend the Year 10 Course Information night on Wednesday, 2<sup>nd</sup> August at 6.15pm.
3. Complete the questions on this page prior to making your Course Selections.
4. Discuss your choices with your mentor and attend the Subject Selection Parent Teacher Interviews on Friday, 4<sup>th</sup> August.
5. Complete your subject selections for 2024 online, using the details you will be given by your mentor after you have had a discussion.

My favourite subject is \_\_\_\_\_ because \_\_\_\_\_

\_\_\_\_\_

Careers I am interested in and the reasons why they interest me:

\_\_\_\_\_

\_\_\_\_\_

For work experience in Year 10, I would like to:

\_\_\_\_\_

\_\_\_\_\_

In Year 10, I understand I will complete the subjects of English, Maths (choose one), Science, and Global Perspectives.

My Maths teachers recommendation is: \_\_\_\_\_

My Maths Choice is: \_\_\_\_\_

My Electives Choices are:

(in order of preference)

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

My Reserve Choices are:

(in order of preference)

7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_

A VCE subject takes up two choices and should be listed as choice 1.

My current teacher/Level Leader approves of my VCE subject selection: \_\_\_\_\_

Teacher Name: \_\_\_\_\_ Teacher Signature: \_\_\_\_\_

**Show this sheet to your mentor who will then give you your subject selection code and instructions to enable you to complete your selections online.**





# English

<b>Topic Overview</b>	Participation in many aspects of Australian life depends on the effective communication of Standard English and English is invaluable globally. The study of English helps create confident communicators, imaginative thinkers and informed citizens and helps young people develop the knowledge and skills needed for education, training and the workplace.
<b>Content/Skills</b>	This unit is focussed on the study of language by exploring a variety of texts and forms of written and spoken expression. Students learn to appreciate, enjoy and use language. They will develop their ability to explore complex themes, ideas and issues, and develop their ability to refine and express their ideas, both verbally and in the written form. Students engage with a variety of texts for enjoyment. They interpret, create, evaluate, discuss and perform a wide range of literary texts. These include various types of media texts, including newspapers, film and digital texts, fiction, non-fiction, dramatic performances and multimodal texts, with themes and issues involving levels of abstraction, higher order reasoning, and intertextual references. Students develop critical understanding of the contemporary media, and the differences between media texts.
<b>Assessment</b>	Throughout the year students will complete a range of assessment pieces including: <ul style="list-style-type: none"> <li>• Creative writing</li> <li>• Persuasive writing</li> <li>• Analytical responses to texts/media</li> <li>• Oral Presentations</li> <li>• Discussions</li> </ul>

# Foundation Maths

<b>Topic Overview</b>	<p>Students will develop their knowledge of real-world Mathematics and their skills in tackling questions both with and without the use of Technology.</p> <p>The Year 10 Foundation course is aimed at students who require extra support with their maths. The course is modified and does not fully cover the Year 10 Victorian Curriculum. Students successfully completing this course can only go onto Foundation Maths or VCE VM Numeracy at Year 12 in 2025.</p> <p>If students want to study a course at University which requires Maths as a pre-requisite, please discuss this with Careers Advisor, Suzanne Patterson, to see if this subject will meet those requirements.</p> <p><b>This course is only to be taken with your Year 9 Maths teacher's recommendation.</b></p>
<b>Content/Skills</b>	<p>In Year 10 Foundation Maths, students will develop skills and knowledge related to:</p> <ul style="list-style-type: none"> <li>• Mental computation strategies</li> <li>• Working with the four basic operations (+ - x ÷ )</li> <li>• Financial Maths- dealing with money, budgets and shopping</li> <li>• Measurement- perimeter, area, volume, conversion of units, cooking maths</li> <li>• Time</li> <li>• Statistics- collecting &amp; sorting data, tables &amp; graphs, mean, median, mode &amp; range</li> <li>• Probability- chance of events, trials and theories, real world probability</li> <li>• Geometry- angles, translations &amp; rotations, drawing diagrams, scaling</li> </ul>
<b>Assessment</b>	<p>Throughout the year students will complete a range of assessment pieces including:</p> <ul style="list-style-type: none"> <li>• Mathematical Projects</li> <li>• Investigations</li> <li>• Exercises</li> </ul>

# General Maths

<b>Topic Overview</b>	<p>Students will develop their knowledge of Mathematics and their skills in tackling both routine and non-routine questions within a mathematical context. At the same time, they will develop their Reasoning and Problem-Solving skills, both with Technology and without the use of Technology, to arrive at solutions to more complex problems. The Year 10 General Maths course is aimed at the student of middle stream maths ability. The course is modified and does not fully cover the entire Year 10 Victorian Curriculum which is aimed at Math Methods.</p> <p><b>Students successfully completing this course can only pursue General or Foundation Maths or Numeracy at Year 11 &amp; 12.</b></p>
<b>Content/Skills</b>	<p>In Year 10 General, students will develop skills and knowledge relating to:</p> <ul style="list-style-type: none"> <li>• Statistics</li> <li>• Measurement</li> <li>• Algebra</li> <li>• Pythagoras and Trigonometry</li> <li>• Geometry</li> <li>• Linear Equations</li> <li>• Financial Arithmetic</li> </ul>
<b>Assessment</b>	<p>Throughout the year students will complete a range of assessment pieces including:</p> <ul style="list-style-type: none"> <li>• Tests.</li> <li>• Mathematical Projects.</li> <li>• Investigations</li> </ul>

# Math Methods

<b>Topic Overview</b>	<p>Students will develop their knowledge of Mathematics and their skills in tackling both routine and non-routine questions within a mathematical context. At the same time, they will develop their Reasoning and Problem Solving skills, both with and without the use of Technology, to arrive at solutions to more complex problems.</p> <p><b>This course is only to be taken with your Year 9 Maths teacher's recommendation. If completed to a high standard students may be recommended for Year 11 Specialist Math in the following year.</b></p>
<b>Content/Skills</b>	<p>In Year 10 Methods, students will develop and extend their skills and knowledge related to:</p> <ul style="list-style-type: none"> <li>• Linear equations</li> <li>• Linear relations (graphs)</li> <li>• Indices</li> <li>• Irrational numbers (surds)</li> <li>• Pythagoras and Trigonometry</li> <li>• Quadratic Equations</li> <li>• Quadratic Functions</li> <li>• Probability</li> <li>• How the above topics relate to financial, statistics, geometry &amp; measurement</li> </ul>
<b>Assessment</b>	<p>Throughout the year students will complete a range of assessment pieces including:</p> <ul style="list-style-type: none"> <li>• Tests</li> <li>• Mathematical Projects</li> <li>• Investigations</li> </ul>

# Science

<b>Topic Overview</b>	In Science, the focus is on explaining phenomena involving science and its applications. At a microscopic scale, students consider the atom as a system of protons, electrons and neutrons, and understand how this system can change. They learn that matter can be rearranged through chemical change and that these changes play an important role in many systems. Atomic theory is used to understand relationships within the periodic table of elements. Students understand that motion and forces are related by applying physical laws. Relationships between aspects of the living, physical and chemical world are applied to systems on a local and global scale enabling students to predict how changes will affect equilibrium within these systems.
<b>Content/Skills</b>	<p>In Science, students learn to</p> <ul style="list-style-type: none"> <li>• Explain the transmission of heritable characteristics from one generation to the next involves DNA and genes.</li> <li>• Understand how the theory of evolution by natural selection explains the diversity of living things and is supported by a range of scientific evidence.</li> <li>• Explain atomic structure and the properties of elements which are used to organise them in the periodic table.</li> <li>• Understand that during a chemical reaction mass is not created or destroyed.</li> <li>• Develop questions and hypotheses that can be investigated scientifically.</li> <li>• Independently design methods of investigation including the control and accurate measurement of variables and systematic collection of data.</li> <li>• Explain how the reliability, precision, safety, fairness and ethics of their methods.</li> <li>• Analyse trends in data, explain relationships between variables and identify sources of uncertainty.</li> <li>• Evaluate the validity and reliability of claims made in secondary sources.</li> </ul>
<b>Assessment</b>	<p>Throughout the year students will complete a range of assessment pieces including:</p> <ul style="list-style-type: none"> <li>• Practical write-ups</li> <li>• Topic tests</li> <li>• Oral speeches</li> <li>• Ethical dilemmas</li> <li>• Posters</li> <li>• Data analysis tasks</li> </ul>

# Global Perspectives

<b>Topic Overview</b>	Enabling young people to participate in shaping a better shared future for the world is at the heart of global education. It emphasises the unity and interdependence of human society, developing a sense of self and appreciation of cultural diversity, affirmation of social justice and human rights, and actions for a sustainable future in different times and places.
<b>Content/Skills</b>	<p>The course is designed so that you will develop:</p> <ul style="list-style-type: none"> <li>• an understanding of the complex social, economic and political links between people and the impact that changes have on each other.</li> <li>• an understanding of self and one's own culture, and being open to the culture of others.</li> <li>• an understanding of the impact of inequality and discrimination, the importance of standing up for our own rights and our responsibility to respect the rights of others.</li> <li>• an ability to analyse the lessons from the Holocaust to address racism in today's world.</li> <li>• an understanding of the ways in which we can meet our current needs without diminishing the quality of the environment or reducing the capacity of future generations to meet their own needs.</li> <li>• research and enquiry skills, evaluating and organising information, and problem-solving skills in order to take personal or group action.</li> <li>• critical literacy skills, including a capacity to consider different points of view; a critical awareness of bias, opinion and stereotypes.</li> <li>• a capacity to be a critical consumer of media, analyse information</li> </ul>
<b>Assessment</b>	<p>Throughout the year students will complete a range of assessment pieces which may include:</p> <ul style="list-style-type: none"> <li>• Data analysis and infographics task on global inequality</li> <li>• Learning from the Holocaust to end racism</li> <li>• Independent research project- The Environment and Climate Change</li> <li>• End of semester exam</li> </ul>



# ELECTIVE SUBJECTS



**Be respectful**

**Be successful**

**Be Resilient**

**Be Creative**

# The Art of Writing

<b>Topic Overview</b>	Students will engage with a variety of writing styles for enjoyment and critical understanding. They interpret, create, evaluate, discuss and perform a wide range of written texts in which the primary purposes are for enjoyment and perhaps persuasion.
<b>Content/Skills</b>	<p>In the Art of Writing, students will:</p> <ul style="list-style-type: none"><li>• use model texts to explore writing styles and forms.</li><li>• plan and draft their own pieces, with a view to developing the depth and quality of their work. Basic literacy skills will be revisited to support this development as needed.</li></ul>
<b>Assessment</b>	<p>Throughout the unit students will complete a portfolio which will include range of assessment pieces including a selection from the list below:</p> <ul style="list-style-type: none"><li>• Narratives</li><li>• Reviews</li><li>• Letters</li><li>• Poems/songs</li><li>• Opinion Pieces</li><li>• Scripts</li></ul>

# Child Studies

<b>Topic Overview</b>	Students will develop knowledge of, and support childhood development from pre-conception to 5 years of age. They will be able to develop parenting skills and present on a range of topics important to the health, wellbeing and development of an embryo up to the age of 5. Students will engage in Real Care baby simulation, role plays and developmental tasks for babies, toddlers and children to further their understanding.
<b>Content/Skills</b>	<p>In Child Studies students learn to:</p> <ul style="list-style-type: none"> <li>• Prepare for pregnancy and childbirth through increased knowledge in the biological processes that occur.</li> <li>• Care for a child (simulation) and learn how to develop their social, emotional, physical and intellectual needs.</li> <li>• Analyse, define, describe, discuss, explain and reflect on practical visits to services that directly relate to the care of a child from conception to 5 years of age, such as: Portland District Hospital, Portland Library, Child Care Centres, Kindergarten, Primary School, SW TAFE, Yoga Studio, Australian Breastfeeding Association, Portland YMCA and Portland Gymnastics Club.</li> <li>• Develop interest and skills in various associated career options.</li> <li>• Evaluate children's books, toys, movies and parties to meaningfully engage and develop a child's social, emotional, physical and spiritual wellbeing.</li> </ul>
<b>Assessment</b>	<p>Throughout the year students will complete a range of assessment pieces including:</p> <ul style="list-style-type: none"> <li>• Poster presentations</li> <li>• Reviews</li> <li>• Oral presentations</li> <li>• Exam</li> </ul>

# Fundamentals of Fitness

<b>Topic Overview</b>	Year 10 Fundamentals of Fitness challenges students to analyse their personal habits by engaging them in theory and practical based sessions that cover fitness components and fitness testing, sport and injury prevention and nutrition and healthy eating choices.
<b>Content/Skills</b>	<p>In Fundamentals of Fitness, students learn:</p> <ul style="list-style-type: none"> <li>• A range of different types of training methods.</li> <li>• The different types of fitness principles including health related components and skill related components.</li> <li>• How to use the fitness principles when designing your own fitness program.</li> <li>• How fitness components relate to training.</li> <li>• How the FITT principles relate to training.</li> <li>• How to incorporate this knowledge and understanding into gym sessions or community sports.</li> <li>• Students will participate in a range of activities that enable them to put the theory into practice. These activities will range from different training methods like circuit, HITT and weight training, to minor games or laboratory activities.</li> <li>• Acute and chronic adaptations to exercise and their impact on our overall fitness and wellbeing.</li> </ul>
<b>Assessment</b>	<p>Throughout the semester students will complete a range of assessment pieces including:</p> <ul style="list-style-type: none"> <li>• Exams / Structured questions</li> <li>• Research tasks</li> <li>• Visual presentations (Posters/PowerPoints)</li> </ul>

# Health

<b>Topic Overview</b>	Year 10 looks at a broad range of topics that are relevant to students as young adults in an ever-changing world. They will learn about consent, contraception and how to be sexually safe, Australia's healthcare system and their rights as young people, mental disorders and the impacts they have on individuals in a day-to day life, and harm reduction around legal and illegal types of drugs.
<b>Content/Skills</b>	<p>In Health, students will develop a range of skills that will help their own well-being as well as give them a base of knowledge to study HHD at a VCE level:</p> <ul style="list-style-type: none"> <li>• Analyse your own personal health.</li> <li>• Extension studies on Social, Emotional, Physical, and Spiritual Health through class discussion, activities and regular journal tasks in a safe supported environment. Understanding the interrelationship between the dimensions of health is one of the key aspects that you need to understand for HHD and your own well-being.</li> <li>• Personal health, values, communication, bullying including cyber and healthy relationships will continue to be explored in a new context heading into adulthood.</li> <li>• Many issues that affect our health will be examined in more detail throughout the course of this unit, such as: reproduction, contraception, sexually transmitted infections, mental health, national physical activity guidelines and nutrition.</li> <li>• Analyse, define, describe, discuss, explain and reflect on both our school and community resources using spaces that are familiar with our students, such as the YMCA our school nurse and extended health care network.</li> <li>• Develop a positive attitude towards health and gain an understanding of skills required in various associated career options.</li> </ul>
<b>Assessment</b>	<p>Throughout the year students will complete a range of assessment pieces including:</p> <ul style="list-style-type: none"> <li>• Journals</li> <li>• Assignments</li> <li>• Exam – multiple choice and short answer</li> </ul>

# Physical Education

<b>Topic Overview</b>	Year 10 Elective Physical Education challenges students by engaging them in theory and practical based sessions that cover the principles of human movement, including the body systems, biomechanics and physiology. All sessions allow students to make links between theory and practice and demonstrate their understanding through human movement, coursework, research tasks and an exam.
<b>Content/Skills</b>	<p>Within Year 10 Physical Education, students study the body, in detail, to understand what happens 'inside' when we exercise, and how understanding this can improve our own participation in activities.</p> <p>Areas of study include:</p> <p>Physiological study of the Body Systems to understand the structure and function of the:</p> <ul style="list-style-type: none"> <li>• Cardiovascular system,</li> <li>• Respiratory system,</li> <li>• Skeletal system,</li> <li>• Muscular system,</li> <li>• Energy Systems.</li> </ul> <p>Acute and Chronic adaptations to physical activity and its effect on the body systems.</p> <p>Sociocultural factors associated with our participation and continued participation in physical activity.</p> <p>The course allows students to understand the physiological requirements of a range of activities through practical application.</p>
<b>Assessment</b>	<p>Throughout the year students will complete a range of assessment pieces including:</p> <ul style="list-style-type: none"> <li>• Laboratory Reports</li> <li>• Structured Questions</li> <li>• Posters and Projects</li> <li>• Case Studies</li> <li>• Data Analysis</li> </ul>

# Gods & Emperors – Ancient Greece & Rome

<b>Topic Overview</b>	<p>Ancient Greece – birthplace of Western Civilisation and democracy. This unit unpacks myths and legends such as The Odyssey, Perseus and Medusa and the Gods of Greece, as well as how the Ancient Greeks lived. It also explores Sparta and Athens, with a focus on women, and warfare- the Persian wars. Secondly, Roman daily life will be studied, including the bloodthirsty gladiator games and the terrible reality of slavery. Finally, the decay which was overseen by the empire’s insane and cruel emperors such as Caligula and Nero will be considered through examining documentaries. Did you know Caligula was one of the cruelest men in History?</p>
<b>Content/Skills</b>	<p><b>Greece:</b></p> <ul style="list-style-type: none"> <li>• Gods, Heroes and Monsters - A look at Greek Mythology. Examples include Medusa and Perseus: Helen of Troy, The voyage of Odysseus and other famous myths from Ancient Greece and Rome. Who were the gods of Olympus- Zeus, Poseidon, Athena? What were their myths, and how did the Greeks worship them?</li> <li>• Athens and Sparta – Relationships and daily life- What was life like for a woman in Ancient Athens? What was it like to be a Spartan boy, where your whole life revolved around training for war?</li> <li>• Persian Wars: Thermopylae- the Spartan 300! Clash of the titans, a David and Goliath struggle between tiny Greece and the mighty Persian empire.</li> </ul> <p><b>Rome:</b></p> <ul style="list-style-type: none"> <li>• Feasts, games, and slaves – Enjoy a real Roman feast, prepare to be sold at an auction as a slave, and dare to imagine what it would be like to fight to the death in the arena.</li> <li>• Daily life in Rome- what was it like to live in the world's first megacity with a million people?</li> <li>• Studies of personalities in history: Mad and Bad Roman Emperors of the first century AD; Meet “Scaredy Cat” Tiberius, Caligula, and Nero- three members of the Julio - Claudian dynasty, who will be examined for their cruelty and madness!</li> </ul> <p><b>Skills</b></p> <p>The study of History improves your ability to form an argument, think critically, and analyse information. It also improves your literacy skills.</p>
<b>Assessment</b>	<p>Students will complete a range of assessment pieces including:</p> <ul style="list-style-type: none"> <li>• Film Review and Documentaries- including “Clash of the Titans” and “Clash of the Gods- Odysseus”</li> <li>• Empathy – Creative writing stories</li> <li>• Research Poster</li> <li>• Source Analysis</li> </ul>



# Money, Markets and Management

<b>Topic Overview</b>	Students will develop knowledge of the economy they live in and the major forces which shape our living standards. They will compare our system with to alternative economies. Students also gain an understanding of topics relating to their emergence as young adults in a commercial world. For example, employment rules, motor vehicle ownership, banking and investment.
<b>Content/Skills</b>	<p>The study of Economics and Business form the basis of Commerce:</p> <p><b>Economics</b></p> <ul style="list-style-type: none"> <li>• Describe how resources are allocated and distributed in the Australian economy and the way economic performance is measured, including the Australian standard of living compared with the world.</li> <li>• Identify economics and business trends, explain relationships and make predictions.</li> <li>• Analyse the intended and unintended effects of economic and business decisions and the potential consequences of alternative actions.</li> </ul> <p><b>Business</b></p> <ul style="list-style-type: none"> <li>• Explain the nature of innovation and enterprising behaviours and why businesses need to create a competitive advantage in a business environment.</li> <li>• Generate responses to complex problems using cost-benefit analysis and appropriate criteria to propose and justify a course of action.</li> </ul>
<b>Assessment</b>	<p>Throughout the year students may complete a range of assessment pieces that will include some of the following:</p> <ul style="list-style-type: none"> <li>• Essays</li> <li>• Media Analysis</li> <li>• Oral Speeches</li> <li>• Case Studies</li> <li>• Business simulations</li> <li>• Visits to local businesses</li> </ul>

# Law

<b>Topic Overview</b>	<p>Year 10 Law is an elective centred on the Civics and Citizenship strand of Humanities. Students in Law will study concepts beyond simply how governments are formed or how citizens' political choices are influenced. Instead, Students will learn about fascinating legal histories to develop their political and legal conscious, think critically about the world around them and understand some of the determinants of criminality and morality as they intersect with our modern-day legal system.</p> <p>Students will also investigate how criminals are made and the role of law and courts in dissuading crime. Throughout the course, students will discuss the principles of justice: fairness, equality, and access.</p>
<b>Content/Skills</b>	<p>The course is designed so that you will:</p> <ul style="list-style-type: none"> <li>• evaluate features of Australia's legal system;</li> <li>• evaluate the effectiveness of law in dissuading crime;</li> <li>• identify and analyse the determinants of criminality;</li> <li>• discuss and analyse legal judgements to assess purpose of punishment;</li> <li>• analyse Australia's legal system and the roles of parliament, police, and the courts;</li> <li>• explain the key principles of Australia's system of justice and analyse the role of Australia's court system.</li> <li>• evaluate a range of factors that sustain democratic societies and analyse ways they can be active and informed citizens in different contexts.</li> <li>• research true crimes including serial killers, and how criminals are caught, using the science of Forensics.</li> </ul>
<b>Assessment</b>	<p>Throughout the semester, students may complete a range of assessment pieces including:</p> <ul style="list-style-type: none"> <li>• Practice voting exercise</li> <li>• Debate and discussion</li> <li>• Timed paragraph writing</li> <li>• Mock Trial</li> <li>• Exam (multiple choice and short answer)</li> </ul>

# World War II

<b>Topic Overview</b>	Students will begin with the study of the aftermath of WWI, and the causes that lead to the rise of Hitler and the beginning of war in Europe when Nazi Germany invaded Poland in 1939. There will also be an investigation of the war in the Pacific and Australia's role in the fight against Japan. Significant world events such as the Holocaust, the dropping of the atom bombs and senseless genocide will also be examined that will give students appreciation for the immensity of the war in the global context.
<b>Content/Skills</b>	<p>Topics include:</p> <ul style="list-style-type: none"> <li>• Nazi Germany, the rise of Hitler and the road to war: The treatment of the Jews and the Holocaust.</li> <li>• The war in Europe will look at Germany's all new "Lightning war" tactics and its conquest of France, the Battle of Britain, the Invasion of Russia (Stalingrad) and D-DAY to liberation.</li> <li>• The War in the Atlantic – U-boats and the mysterious enigma machine!</li> <li>• The war in the air- from the Blitz of London to the bombing of Germany.</li> <li>• The war in the Pacific will look at Japan's surprise attack at Pearl Harbour and significant battles such as Singapore, Kokoda and Midway.</li> <li>• The dropping of the Atomic bomb and its terrible impact and destructive power.</li> <li>• Prisoners of War- what was it like to be a prisoner of the Japanese working on the infamous Death Railway in Burma and Thailand?</li> <li>• Life on the home front; how did the war affect civilians at home, including women?</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• The study of History improves your ability to form an argument, think critically, and analyse information.</li> </ul>
<b>Assessment</b>	<p>Students will complete a range of assessment pieces including:</p> <ul style="list-style-type: none"> <li>• Empathy creative writing – diaries and letters</li> <li>• Source Analysis</li> <li>• Research</li> <li>• Media Studies- Documentaries/ Film including "Kokoda" and Hiroshima"</li> </ul>

# Indonesian

<b>Topic Overview</b>	Learning languages broadens students' horizons by enabling them to access personal, social, cultural and career opportunities in an increasingly interconnected and interdependent world. The ties between Australia and Indonesia are constantly developing, with a growing number of Australians travelling to Indonesia for leisure, business and education purposes. The number of Indonesians visiting Australia each year is also increasing. Year 10 Indonesian is an elective subject for students who have completed Year 9 Indonesian and allows students to consolidate their ability to communicate in Indonesian about their personal worlds and Indonesian society.
<b>Content/Skills</b>	<p>By studying Year 10 Indonesian, you will learn to:</p> <ul style="list-style-type: none"> <li>• Interact in spoken and written Indonesian to communicate about personal interests, relationships and experiences.</li> <li>• Exchange facts, ideas and opinions about broader issues such as the digital economy and the environment in Indonesian.</li> <li>• Respond to and create personal, descriptive, informative and imaginative texts in Indonesian, including websites, newspaper articles, videos and films.</li> <li>• Use informal language and understand how language use varies according to context, purpose, audience and mode.</li> <li>• Apply advanced grammar to expand ideas, create cohesion and add interest, including the use of object-focus sentences.</li> <li>• Use core and topic-specific vocabulary, and develop an understanding of rules of affixation to expand vocabulary.</li> <li>• Develop more authentic pronunciation, stress and rhythm when speaking.</li> <li>• Deepen understanding of the social, economic, political and geographic context of Indonesia.</li> <li>• Make comparisons between Indonesian and Australian culture to build intercultural awareness and reflect on your own cultural assumptions and identity.</li> </ul>
<b>Assessment</b>	<p>Throughout the year students will complete a range of assessment pieces including:</p> <ul style="list-style-type: none"> <li>• Video diary</li> <li>• Conversation tasks</li> <li>• Listening and viewing activities</li> <li>• Research and writing tasks</li> <li>• Vocabulary quizzes</li> </ul>

# Biology

<b>Topic Overview</b>	<p>The Year 10 biology course aims to provide the skills and knowledge students need to answer interesting and important questions about the biological world around them and it will help them to improve on the skills they will need to move into VCE sciences.</p> <p>The curriculum aims to provide opportunities for students to develop an understanding of how our bodies communicate and respond to change, how our immune system works and how to carry out an ecological study through a field trip to Mt Richmond National Park.</p>
<b>Content/Skills</b>	<p>In Biology students learn:</p> <ul style="list-style-type: none"> <li>• To develop critical and creative thinking skills.</li> <li>• To challenge themselves to identify questions, apply new knowledge, explain science phenomena and draw evidence-based conclusions using scientific methods.</li> <li>• To develop an ability to solve problems and make informed, evidence-based decisions about current and future applications of science.</li> <li>• To conduct and plan their own practical investigations.</li> <li>• To carry out fieldwork in order to investigate how ecosystems consist of both communities of interdependent organisms and abiotic components.</li> <li>• How our bodies coordinate responses to a stimulus using our nervous system and endocrine systems.</li> <li>• How our blood protects us from invading microbes.</li> </ul>
<b>Assessment</b>	<p>Throughout the year students will complete a range of assessment pieces including:</p> <ul style="list-style-type: none"> <li>• Practical reports</li> <li>• Field Work</li> <li>• Topic tests</li> <li>• Scientific Posters</li> </ul>

# Chemistry

<b>Topic Overview</b>	In chemistry students perform experiments with a variety of chemical reactions and look at what helps a reaction to occur faster. In preparation for Year 11, students are introduced to organic chemistry – the chemistry of life. They learn how chemistry is used in every-day life and why it is so important for health, medicine, and engineering. They discover that the periodic table is the ‘ingredients list of the universe’ and determine how elements react to create new substances. Students continue to develop their inquiry skills by performing lots of practical investigations where they predict, observe and explain observations and make appropriate measurements and calculations as they work towards an evidence-based conclusion.
<b>Content/Skills</b>	<p>In Chemistry, students learn to:</p> <ul style="list-style-type: none"> <li>• Explain how the chemical behaviour of elements is represented in the periodic table.</li> <li>• Compare the properties of a range of elements in the periodic table.</li> <li>• Understand the nature of chemical reactions.</li> <li>• Explain natural radioactivity in terms of atoms and energy change.</li> <li>• Develop questions and hypotheses that can be investigated.</li> <li>• Independently design and improve appropriate methods of investigation.</li> <li>• Consider reliability, precision, safety, fairness and ethics in research methods.</li> <li>• Analyse trends in data and explain relationships between variables.</li> <li>• Evaluate the validity and reliability of claims made in secondary sources with reference to currently held scientific views, the quality of the methodology and the evidence cited.</li> <li>• Construct evidence-based arguments and use appropriate scientific language, representations and balanced chemical equations.</li> </ul>
<b>Assessment</b>	<p>Throughout the semester students will complete a range of assessment pieces including:</p> <ul style="list-style-type: none"> <li>• Response to Structured Questions</li> <li>• Scientific Poster</li> <li>• Practical Report</li> <li>• Annotation of Practicals</li> </ul>

# Physics

<b>Topic Overview</b>	This subject's focus is on explaining phenomena involving science and its applications. Students consider both classic and contemporary science contexts to explain the operation of systems at a range of scales. They develop a more sophisticated view of energy transfer by applying the concept of the conservation of matter in a variety of contexts. Students understand that motion and forces are related by applying physical laws.
<b>Content/Skills</b>  This is an example.	In Physics, students learn to: <ul style="list-style-type: none"> <li>• Explain the concept of energy conservation and model energy transfer and transformation within systems.</li> <li>• Explain the relationships between distance, speed, acceleration, mass and force.</li> <li>• Use the concepts of voltage and current to explain the operation of electric circuits and use a field model to explain interactions between magnets.</li> <li>• Develop questions and hypotheses that can be investigated.</li> <li>• Independently design and improve appropriate methods of investigation.</li> <li>• Consider reliability, precision, safety, fairness and ethics in research methods.</li> <li>• Analyse trends in data and explain relationships between variables.</li> <li>• Evaluate the validity and reliability of claims made in secondary sources with reference to currently held scientific views, the quality of the methodology and the evidence cited.</li> <li>• Construct evidence-based arguments and use appropriate scientific language, representations and balanced chemical equations.</li> </ul>
<b>Assessment</b>	Throughout the Semester students will complete a range of assessment pieces including: <ul style="list-style-type: none"> <li>• Response to Structured Questions</li> <li>• Scientific Poster</li> <li>• Practical Report</li> <li>• Annotation of Practicals</li> </ul>



# Psychology

<b>Topic Overview</b>	Psychology has become one of the most popular subjects within the field of science, allowing us to learn about our own brains and behaviour in more detail than ever before. The application of the scientific method has enabled rapid advances in our ability to learn about the ways our thoughts and behaviours influence our ability to learn, to think, to remember and to improve our own mental health and wellbeing.
<b>Content/Skills</b>  This is an example.	In Psychology, students learn to: <ul style="list-style-type: none"> <li>• Investigate psychological concepts by creating hypotheses and applying the scientific method.</li> <li>• Engage with curiosity about psychological concepts.</li> <li>• Compare the structure and functions of the major areas of the brain, nervous system and neurons.</li> <li>• Identify the different processes involved in memory and ways to enhance memory effectiveness.</li> <li>• Find out what positive psychology is about and how it can enhance human wellbeing and happiness.</li> <li>• Expand their scientific vocabulary.</li> <li>• Apply their knowledge to a range of scenarios.</li> </ul>
<b>Assessment</b>	Throughout the year students will complete a range of assessment pieces including: <ul style="list-style-type: none"> <li>• Scientific investigations</li> <li>• Graphic organisers</li> <li>• Tests</li> <li>• Guided questions</li> <li>• Research</li> <li>• Oral presentations</li> </ul>

# Creative Wood Skills

<b>Topic Overview</b>	<p>Learning to follow and use the Design Process effectively for a variety of wood-based projects, gives students the method and skills to create designed solutions to real life situations that can be improved through creative approaches.</p> <p>Using critical thinking, creative ideas are analysed for their viability to meet the student success criteria.</p> <p>Learning and developing process skills and techniques enables students to realise their imagined designs.</p> <p>Completed projects can be analysed by students, using their own criteria to establish their design, production, and project management success.</p>
<b>Content/Skills</b>	<p>In Creative Wood Skills, students extend their ability to:</p> <ul style="list-style-type: none"> <li>• Investigate and design</li> <li>• Define their own design problems</li> <li>• Establish their own success criteria</li> <li>• Develop production skills and techniques</li> <li>• Organise and follow production plans and sequences</li> <li>• Construct designed products made from timber</li> <li>• Evaluate their project success.</li> </ul>
<b>Assessment</b>	<p>Throughout the year students will complete a range of assessment pieces including:</p> <p><b>Design develop Portfolios</b>, including:</p> <ul style="list-style-type: none"> <li>• Drawings</li> <li>• Design Briefs</li> <li>• Success criteria</li> <li>• Project evaluations</li> </ul> <p><b>Project work</b>, including:</p> <ul style="list-style-type: none"> <li>• Construction method trials</li> <li>• Project finish trials</li> <li>• Project – cabinets with moving part such as a drawer or a door.</li> </ul>

# Food Studies

<b>Topic Overview</b>	<p>In Food Studies you will be using the Design Process to meet the 'Need' of a client. This will enable you to look at different options, different ideas and produce a meal based on your research.</p> <p>You will also hone your cooking skills with getting back to basics and learning how to prepare ingredients, cooking methods and present meals quicker more efficiently.</p>
<b>Content/Skills</b>	<p>In Food Studies, students will investigate and make judgements on</p> <ul style="list-style-type: none"> <li>• Food safety</li> <li>• The Australian Guide to Healthy Eating</li> <li>• Macronutrients</li> <li>• Five Food Groups</li> <li>• Meal Planning</li> <li>• Sensory perceptions that influence choices of healthy eating.</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Design briefs</li> <li>• Investigation task(s)</li> <li>• Practical experience</li> <li>• Written evaluation(s)</li> <li>• Sensory tastings and written analysis</li> </ul>

# Game Design

<b>Topic Overview</b>	PSC Game Design is an opportunity for students to be creatively involved with analysing, designing and coding their own computer games. The aim of the unit is for students to become accustomed to the coding and creative, collaborative environment and to take industry-relatable steps in software development using games creation.
<b>Content/Skills</b>	<p>The course involves storyboarding, concept art and narrative writing, investigation and documentation of setting and designing a user experience utilising the 'Dreams' software on PlayStation 4.</p> <p>The 6-step Design Process (Empathise, Define, Ideate, Prototype, Test, Publish) is the industry standard and is relevant to those who wish to take their Digital Technologies studies further. Course requirements will comprise of teacher-directed classes and a set of self-paced exercises designed to progressively develop your skills and computerisation thinking.</p> <p>While all students will be expected to reach a prescribed level of competency, the nature of the course enables you to develop at your own pace and provides scope for extension for more able and diligent learners. This course is suitable for students with little or no exposure to the applications listed above.</p>
<b>Assessment</b>	<p>Assessment will be based on the level of skills acquired in each software application and the student's ability to apply those skills in a problem-solving situation, all while working as part of a small group. This will be determined from folio or class work, skills tests, and the quality of the major projects:</p> <ul style="list-style-type: none"> <li>• Pitching of game concept using narrative arc and concept art</li> <li>• Analysis of high, medium and low exemplars</li> <li>• Reflective journals on experience of game-making</li> <li>• Completion of coding tutorials and demonstration of knowledge</li> <li>• Peer-focused formative feedback</li> <li>• Presentation of completed game to class</li> </ul>

# Game Narrative: A Digital Storytelling

<b>Topic Overview</b>	In a world where almost 3 billion people play video games, there is an opportunity to tell stories that will hook, engage and enthrall the player, leaving the player amazed by the underlying messages within the narrative. This subject will have you analysing games as a form of storytelling, but also using digital technology to create their own stories.
<b>Content/Skills</b>	<p>Students will explore how storytelling has evolved from traditional mediums like book and film, and how these stories have affected how people interact with video games. Students will identify, analyse, compare and evaluate different digital texts to understand the different ways the narrative of a video game can impact the viewer.</p> <p>Students will pull apart children's literature, before creating their own stories and build digital representations of these within a digital world. Students will have an opportunity to involve themselves in writing local stories, and be able to share them digitally within the local community.</p> <p>This subject is designed to engage students with digital technologies, but also utilise their English and Literacy skills and apply them within an analytical and creative space, preparing them for VCE English and VCE Vocational Major: Literacy.</p>
<b>Assessment</b>	<p>The Game Narrative course will be assessed through:</p> <ul style="list-style-type: none"> <li>• The production of a range of written pieces including character analyses, discussions on theme and the impact of sound and visual to complement narrative and written essays.</li> <li>• A written, drawn, designed and completed children's story and accompanying diorama.</li> <li>• A video of students' created dioramas uploaded digitally.</li> <li>• Analysis of high, medium and low exemplars.</li> <li>• Reflective journals on experience of game analysis.</li> <li>• Peer-focused formative feedback.</li> </ul>

# Textiles

<b>Topic Overview</b>	<p>The study of Textiles Technology provides students with the opportunity to produce creative and innovative fashion solutions using a range of textile materials and processes. Students use the design process to conceptualise and produce outcomes. Theory and skill development are integrated into practical projects. Students explore issues of sustainability and evaluate methods to reduce the environmental and social impact in fashion.</p> <p>The skills of project management, product design, illustration, communication, problem-solving and production techniques are easily transferable to the fashion industry and other design professions.</p>
<b>Content/Skills</b>	<p>Students develop an understanding of the following:</p> <ul style="list-style-type: none"> <li>• Functional and aesthetic aspects of textiles</li> <li>• Historical, cultural and contemporary perspectives on textile design, construction and use</li> <li>• The impact of textiles production and use on the individual consumer and society</li> <li>• Sustainability in fashion and textile industries</li> <li>• Evaluating textile items to determine quality in their design and construction.</li> </ul> <p>Students develop skills in the following areas:</p> <ul style="list-style-type: none"> <li>• Justifying the selection of textile materials for specific end uses</li> <li>• The generation of textile design ideas</li> <li>• Colouring and decorating a range of textile items</li> <li>• Using appropriate technology to creatively document, communicate and present design and project work</li> <li>• Selecting and creatively manipulating a range of textile materials to produce quality textile items</li> <li>• Managing the production of textile projects to completion.</li> </ul>
<b>Assessment</b>	<p><b>Assessment Structure</b></p> <p>Task 1: Design Portfolio– designing an outfit for a client and their needs.</p> <p>Task 2: Apparel: Developing garment construction skills and fabric decoration</p> <p>Task 3: Examination</p>

# Systems Engineering

<b>Topic Overview</b>	In an ever-evolving society, students will need the skills to stay current and be creative independent problem solvers. They will need to be able to think outside the box and operate autonomously and within teams, utilising contemporary and emerging technologies to identify and fulfil social needs. Utilising the design thinking process students will manage projects encapsulating real world scenarios and develop and prototype solutions.
<b>Content/Skills</b>	<p>In Emerging Technologies, students learn to:</p> <ul style="list-style-type: none"> <li>• Explore 3D modelling software</li> <li>• Maximise the potential of 3D printing</li> <li>• Technical drawing skills</li> <li>• Utilise the engineering process to creatively develop solutions</li> <li>• Work in teams to solve problems</li> </ul>
<b>Assessment</b>	<p>Throughout the year students will use a visual diary to collate a range of assessment pieces including:</p> <ul style="list-style-type: none"> <li>• Research</li> <li>• Drawing and conceptual design</li> <li>• CAD and technical renderings</li> <li>• Detailed annotation</li> <li>• Planning and production</li> <li>• Evaluation</li> </ul>



# Design Studio

<b>Topic Overview</b>	The course is a blend of both art and visual communication. Students explore a range of different mediums and techniques and use these in the development of designs. Their works are displayed in a graphics folio and particular consideration is given to the presentation of their pages.
<b>Content/Skills</b>	<p>The course is designed so that you will:</p> <ul style="list-style-type: none"> <li>• Analyse and evaluate the visual communications they make and view.</li> <li>• Analyse how visual communications from different historical, social and cultural contexts communicate ideas and information.</li> <li>• Develop briefs and develop ideas in response to audience needs.</li> <li>• Evaluate, reflect on, refine and justify decisions and aesthetic choices relating to the design process.</li> </ul>
<b>Assessment</b>	<p>Throughout the year students will complete a range of assessment pieces including:</p> <ul style="list-style-type: none"> <li>• Children's Book Cover- Mixed media</li> <li>• Three-dimensional Drawing and drawing skills</li> <li>• Air-brush and Stencil Art</li> <li>• Font Design/Media Advertising</li> <li>• Exam</li> </ul>

# Drama

<b>Topic Overview</b>	In Year 10 Drama, students work towards building the skills needed at VCE level. They analyse the elements of drama, research different performance styles and evaluate meaning and aesthetic effect. They devise, interpret, perform and view dramatic works. Students will use their experiences of drama practices from different cultures, places and times to evaluate drama from different viewpoints.
<b>Content/Skills</b>	<p>The course is designed so that you will develop:</p> <ul style="list-style-type: none"> <li>• Skills to develop and sustain different roles and characters to realise dramatic intentions and engage audiences.</li> <li>• The ability to perform, devise and script drama in different forms, styles and performance spaces.</li> <li>• An understanding of how to plan, direct, produce, rehearse and refine performances.</li> <li>• How to select and use the elements of drama, narrative and structure in directing and acting and apply stagecraft.</li> <li>• The use of performance and expressive skills (such as voice and movement) to convey dramatic action and meaning.</li> <li>• Literacy skills in order to analyse the elements of drama, forms and performance styles and evaluate meaning and aesthetic effect in drama they devise, interpret, perform and view.</li> <li>• Skills in reflection and use feedback to improve their work in both group discussions and written responses in their workbooks.</li> </ul>
<b>Assessment</b>	<p>Throughout the year students will complete a range of assessment pieces including:</p> <ul style="list-style-type: none"> <li>• Solo performance (monologues)</li> <li>• Ensemble performance CAT</li> <li>• Theatre styles</li> <li>• Live performance review</li> <li>• Written analysis and evaluation</li> </ul>

# Media

<b>Topic Overview</b>	This subject will allow students to experiment with imaginative and innovative ways of using traditional and contemporary skills to apply cinematography and mise-en-scene techniques within their own work. Students will respond and analyse a visual text and work cooperatively in teams to develop a visual concept/product.
<b>Content/Skills</b>	<p>The course is designed so that you will develop:</p> <ul style="list-style-type: none"> <li>• The ability to refine and extend your understanding and use of structure, intent, character, settings, viewpoints and genre conventions in their compositions.</li> <li>• An understanding of media technologies and how to extend the use of media elements such as time, space, sound, movement and lighting.</li> <li>• Literacy skills through analysing the way in which audiences make meaning and how audiences interact with and share media artworks.</li> <li>• An experience with media arts from a range of cultures, times and locations.</li> <li>• An understanding of media arts in a range of forms, and how over time, there has been a development of different traditional and contemporary styles in media arts.</li> <li>• An understanding of the local, global, social and cultural contexts that shape the purposes and processes in producing media artworks, and evaluate the social and ethical implications of media arts.</li> <li>• Skills to safely use media technologies.</li> <li>• Ethical practices and consider regulatory issues when using media technologies.</li> <li>• A sophisticated understanding of their roles as artists and audiences as they engage with diverse media artworks.</li> </ul>
<b>Assessment</b>	<p>Throughout the year students will complete a range of assessment pieces including:</p> <ul style="list-style-type: none"> <li>• Film Studies (Narrative &amp; Genre) &amp; (Mise-en-scene &amp; Cinematography)</li> <li>• Film Production - Documentaries</li> <li>• Radio (Podcast Production)</li> <li>• Animation</li> <li>• Exam</li> </ul>

# Music

<b>Topic Overview</b>	In year 10 music students will perform a variety of music both composed by others and themselves. They will explore a particular style of music in depth to inform their own music making. Students will analyse music with a view to performing the works or as a starting point for composition. Students will compose music using a combination of traditional notation and technology. Students will investigate performing techniques and conventions as members of a group and as a soloist.
<b>Content/Skills</b>	<p>The course is designed so that you will develop:</p> <ul style="list-style-type: none"> <li>• Skills to interpret, rehearse and perform solo and ensemble repertoire in a range of forms and styles.</li> <li>• The ability to demonstrate a develop personal voice and technical control, expression and stylistic understanding.</li> <li>• The skills to use general listening and specific aural skills to enhance their performances and use knowledge of the elements of music, style and notation to compose, document and share their music.</li> <li>• The ability to aurally and visually analyse works and performances of different styles.</li> <li>• Literacy skills to evaluate the use of elements of music and defining characteristics from different musical styles.</li> <li>• The ability to use their understanding of music making in different cultures, times and places to inform and shape their interpretations, performances and compositions.</li> </ul>
<b>Assessment</b>	<p>Throughout the year students will complete a range of assessment pieces including:</p> <ul style="list-style-type: none"> <li>• Performance (Group and Solo)</li> <li>• Composition</li> <li>• Aural skills</li> <li>• Musicianship</li> <li>• Theory</li> <li>• Analysis of music and performance.</li> </ul>

# Photography

<b>Topic Overview</b>	In Year 10 Photography students use a Visual Diary to explore different artists, themes, concepts, materials and techniques. They refine their skill levels in different photographic mediums and use their exploration to inform the creation of a folio of Photographs.
<b>Content/Skills</b>	<p>The course is designed so that you will develop:</p> <ul style="list-style-type: none"> <li>• Practical skills in a wide range of photographic mediums.</li> <li>• A positive attitude towards art and creativity.</li> <li>• Critical and creative thinking that promotes problem-solving and working through a creative process by planning and creating artworks.</li> <li>• An understanding of the application of materials and techniques, as well as how the Art Elements and Principles are used in the creation of artworks.</li> <li>• Literacy skills in analysis and interpretation of their own and other artists' work from different cultures, historical and contemporary contexts</li> <li>• Visual Communication skills.</li> </ul>
<b>Assessment</b>	<p>Throughout the year students will complete a range of assessment pieces including:</p> <ul style="list-style-type: none"> <li>• Black and white Portraiture</li> <li>• Light painting (Long Exposures)</li> <li>• Photoshop Editing (Double Exposures/Surrealism)</li> <li>• Artist Studies and responses</li> <li>• Exam</li> </ul>

# Three Dimensional Studies

<b>Topic Overview</b>	In Year 10 Three Dimensional Studies students use a Visual Art Diary to explore Three Dimensional artists, themes, materials and techniques and develop and refine their ideas and concepts both visually and through annotation. They refine their skill levels in different mediums and use their explorations to create a folio of Sculptures.
<b>Content/Skills</b>	<p>The course is designed so that you will develop:</p> <ul style="list-style-type: none"> <li>• Practical skills in a wide range of three-dimensional media: specifically, clay, paper and wire as well as plaster.</li> <li>• Understanding of space and balance. Designing/constructing artworks that are both structurally sound and aesthetically pleasing.</li> <li>• A positive attitude towards art and creativity.</li> <li>• Critical and creative thinking that promotes problem solving and working through a creative process.</li> <li>• An understanding of the application of materials and techniques, as well as how the Art Elements and Principles are used in the creation of artworks.</li> <li>• Literacy skills in analysis and interpretation of their own and other artists work from different times and locations.</li> <li>• Skills in communicating visually</li> </ul>
<b>Assessment</b>	<p>Throughout the year students will complete a range of assessment pieces including:</p> <ul style="list-style-type: none"> <li>• Ceramic Sculpture</li> <li>• Wire and paper Sculpture</li> <li>• Plaster Abstract Sculpture</li> <li>• Artist Studies and responses</li> <li>• Exam</li> </ul>

# Two Dimensional Studies

<b>Topic Overview</b>	In Two Dimensional Studies students are involved in learning about art practice that is two dimensional – such as painting, drawing and printmaking. Students work through a developmental process that involves researching other artists, ideas and concepts, exploring different two-dimensional media and techniques, refining ideas and aesthetic considerations before creating a folio of two-dimensional artworks.
<b>Content/Skills</b>	<p>The course is designed so that you will develop:</p> <ul style="list-style-type: none"> <li>• Practical skills in a wide range of two-dimensional media.</li> <li>• A positive attitude towards art and creativity.</li> <li>• Critical and creative thinking that promotes problem solving and working through a creative process by planning and creating artworks.</li> <li>• An understanding of the application of materials and techniques, as well as how the Art Elements and Principles are used in the creation of artworks.</li> <li>• Literacy skills in analysis and interpretation of their own and other artists work from different times and locations.</li> <li>• Skills in communicating visually</li> </ul>
<b>Assessment</b>	<p>Throughout the year students will complete a range of assessment pieces including:</p> <ul style="list-style-type: none"> <li>• Mixed Media</li> <li>• Lino printing</li> <li>• Dry Point Etching</li> <li>• Personal Style (students' choice)</li> <li>• Artist Studies and responses</li> <li>• Exam</li> </ul>

# Visual Communication and Design

<b>Topic Overview</b>	This subject sees students use a Visual Diary to explore different artists, themes, concepts, materials and techniques. They refine their skill levels in different mediums and use their exploration to inform the creation of a folio of Designs.
<b>Content/Skills</b>	<p>The course is designed so that you will develop:</p> <ul style="list-style-type: none"> <li>• The skills to analyse and evaluate how artists communicate ideas and convey meaning in artworks.</li> <li>• The ability to identify the influences of other artists and analyse connections between techniques, processes and visual conventions in artworks to develop their own art practice.</li> <li>• The skills to manipulate materials, techniques, processes, visual conventions and technologies to express ideas and viewpoints in their artworks.</li> <li>• Literacy skills in analysing and evaluating artworks and exhibitions from different cultures, times and places, and discussing how ideas and beliefs are interpreted by audiences.</li> </ul>
<b>Assessment</b>	<p>Throughout the year students will complete a range of assessment pieces including:</p> <ul style="list-style-type: none"> <li>• Isometric and Perspective drawing</li> <li>• Industrial Drawing</li> <li>• ICT Manipulation Adobe Photoshop</li> <li>• Logo Redesign using Mixed Media</li> <li>• Artist Profiles and analysis of artworks - Exam</li> </ul>



# Glossary of Terms

<b>VCE</b>	<i>The Victorian Certificate of Education.</i>
<b>VCAA</b>	<i>The Victorian Curriculum &amp; Assessment Authority.</i>
<b>STUDY</b>	<i>A subject. Most VCE studies are made up of 4 units (Unit 1 &amp; 2 in Year 11 and Unit 3 &amp; 4 in Year 12).</i>
<b>UNIT</b>	<i>A self-contained study of a semester's length representing about 100 hours of work, of which 50 class time and 50 hours of homework.</i>
<b>SEMESTER</b>	<i>A half year.</i>
<b>UNITS 1 &amp; 2</b>	<i>Level of difficulty usually associated with Year 11.</i>
<b>UNITS 3 &amp; 4</b>	<i>Level of difficulty usually associated with Year 12.</i>
<b>LEARNING OUTCOMES</b>	<i>What you must know, by the time you have finished a Unit.</i>
<b>S/N</b>	<i>S - refers to satisfactory completion. N - refers to work that has not reached a satisfactory level.</i>
<b>SATISFACTORY COMPLETION</b>	<i>A Unit of work has been satisfactorily completed when all of the outcomes have been met as specified in the Study Design. Students will be made aware of the criteria for satisfactory completion of each unit. 90% attendance and meeting are two of the criteria.</i>
<b>SCHOOL ASSESSED TASK (SAT)</b>	<i>A task done in school in design or practical-based studies to assess how you are performing in Units 3 &amp; 4, set and marked by teachers, and reviewed externally by VCAA.</i>
<b>SCHOOL ASSESSED COURSEWORK (SACS)</b>	<i>The assessment of coursework, done mainly in class time, to establish how you are performing in Units 3 &amp; 4.</i>
<b>VTAC</b>	<i>The Victorian Tertiary Admissions Centre which organises the process by which students apply and gain entry to a tertiary course.</i>
<b>GAT</b>	<i>The General Achievement Test done by all students doing a Unit 3 &amp; 4 sequence. It is used by the VCAA to check that schools are marking school assessed course work to the same standard.</i>
<b>ATAR</b>	<i>Australian Tertiary Admission Rank.</i>
<b>STUDY DESIGN</b>	<i>Course and assessments for each subject that are set by VCAA.</i>
<b>STUDY SCORE</b>	<i>A score from zero to 50 which shows how you performed in a VCE study, relative to all other students doing the same study.</i>



To develop creative,  
articulate, respectful  
and resourceful young  
people able to  
contribute positively to  
the global community.

